

**CITY OF MIDDLETOWN-PURCHASING OFFICE
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**CITY OF MIDDLETOWN
REQUEST FOR PROPOSAL TO PROVIDE
SCHOOL READINESS AND CHILD DAY CARE PROGRAM
RFP#2013-006
MAYOR'S OFFICE
BOARD OF EDUCATION**

Proposals due on Monday, March 18, 2013 at 3:00 P.M.

Questions: Please contact Christine Fahey at (860) 346-7354

**Carl R. Erlacher
Director of Finance and Revenue Services**

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**REQUEST FOR PROPOSALS
CITY OF MIDDLETOWN**

The City of Middletown will accept proposals from interested non-profit and for-profit preschool and child day care providers for a period effective July 1, 2013- June 30, 2014. Proposal documents with completed questionnaires will be accepted until: **Monday, March 18, 2013 at 3:00 P.M.** for the following:

**RFP #2013-006
SCHOOL READINESS AND CHILD DAY CARE PROGRAM**

Proposal documents may be obtained at the Purchasing Office, City of Middletown, Municipal Building, 245 DeKoven Drive, Middletown, Monday through Friday between the hours of 8:30 A.M. and 4:30 P.M. **All questions concerning this proposal questionnaire should be directed to Christine Fahey, Coordinator of Middletown's School Readiness Council, at 346-7354. Proposal documents will be mailed to interested parties upon request or may be downloaded directly from the City of Middletown web site at www.cityofmiddletown.com**

Proposals shall be addressed to Donna Imme, Supervisor of Purchases, City of Middletown, 245 DeKoven Drive, Middletown, CT 06457 and shall be submitted sealed and marked as described in these specifications.

Proposal documents, amendments to proposals or withdrawals of proposals received after the time set for the receipt of proposals **will not be considered**. The City of Middletown reserves the right to waive any defect or irregularity in any proposal and shall reserve the right to reject any or all proposals.

All firms submitting a proposal with questionnaire are subject to and must comply with the equal opportunity and non-discriminatory provisions set forth in the Affirmative Action Plan of the City of Middletown.

Date: **02/12/2013**
Middletown, Connecticut

Donna L. Imme, CPPB
Supervisor of Purchases

MIDDLETOWN SCHOOL READINESS COUNCIL

Information for Applicants

Grant Review

Applications for School Readiness and Child Day Care grants will be reviewed by the grants committee of the Middletown School Readiness Council. The grants committee makes recommendations to the School Readiness Council, which in turn makes recommendations to the Mayor and Superintendent of Schools. The Mayor and Superintendent jointly submit an application to the State for funding. The State must approve Middletown's application before the process is complete.

Timetable

Local RFPs are due **Monday, March 18, 2013 at 3:00 p.m.** Programs should begin July 1, 2013

Interview, Site Visit, Additional Information from Applicants

The grants committee may seek further information from an applicant by requesting an interview, a visit to the site proposed for the applicant's program, and/or additional information about the applicant's organization or program. Audits or financial reports may be requested.

Revisions to Applications

Local applications are included in the city's application to the state. If a local application is selected for funding but does not fully conform to the state's technical requirements, the applicant may be asked to revise as a condition of funding or may be refused funding by the state.

Consultation and Technical Assistance

New applicants are advised to discuss the general outlines of their proposals with the coordinator of the Middletown School Readiness Program (Christine Fahey, c/o Wilbert Snow School, 299 Wadsworth Street, Middletown, CT 346-7354) to ensure that they meet School Readiness guidelines. Technical assistance with the grant application is also available from the same source.

NAEYC Accreditation

Programs funded by the School Readiness grant must be or become accredited by the National Association for the Education of Young Children on a timeline set by the Middletown School Readiness Council.

Application

Applicants must use this application form. Applications must be typed; pages must be in order. The application is available on line and may be **downloaded directly from www.cityofmiddletown.com**.

SCHOOL READINESS GRANT PROGRAM

Fiscal Year 2014

(July 1, 2013 – June 30, 2014)

LOCAL REQUEST FOR PROPOSAL

Legislative Authority

**Connecticut General Statutes (CGS)
Sections 10-16o through 10-16u**

Purpose of Grant as outlined in Connecticut General Statutes Section 10-16o is to:

- (1) provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- (2) provide opportunities for parents to choose among affordable and accredited programs;
- (3) encourage coordination and cooperation among programs and prevent the duplication of services;
- (4) recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- (5) prevent or minimize the potential for developmental delay in children prior to their reaching the age of five;
- (6) enhance federally funded school readiness programs;
- (7) strengthen the family through: (A) encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- (8) reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- (9) assure that children with disabilities are integrated into programs available to children who are not disabled; and
- (10) improve the availability and quality of school readiness programs and their coordination with the services of child care providers.

It is expected that all children who participate in quality school readiness programs will demonstrate the skills at kindergarten entry that have been delineated in **THE CONNECTICUT PRESCHOOL CURRICULUM and ASSESSMENT FRAMEWORKS** developed by the Department of Education and available from the Bureau of Early Childhood Education.

SCHOOL READINESS GRANT PROGRAM LOCAL RFP

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LOCAL RFP DIRECTIONS

Agencies or programs applying for FY 2014 School Readiness Grant Program funds must submit the entire grant application to their local School Readiness Council for approval.

Please note that in order for applications to be considered for funding:

1. All sections must be complete and all materials/forms submitted in a typed format.
2. Program must be in compliance with all policies and requirements for School Readiness. For copies of General Policies (GP) and Program Operation (PO) documents, contact your local School Readiness Liaison or visit www.sde.ct.gov/sde.
3. Duplicate forms as needed.

For FY 2015 Programs with no changes will be required to submit:

- Grant Cover Page
- Program/Site Data for Staffing
- Copies of Learning Experience Plans
- ED 114 Budget
- Budget justification
- Signed Statement of Assurances

SCHOOL READINESS POLICIES AND REQUIREMENTS

Accreditation – All programs must become accredited by the National Association for the Education of Young Children (NAEYC) or approved by Head Start within three (3) years of the month the site began serving school readiness children.

Teachers - By July 1, 2015, any program accepting state funds from the School Readiness Grant, Child Day Care Contracts, or State Head Start Funds, must have at least 50 percent of teachers assigned to each classroom in the program hold an Associate's degree with an early childhood concentration and at least 50 percent of teachers hold a Bachelor's degree with an early childhood concentration. By July 1, 2020, there needs to be a teacher in each classroom that holds a Bachelor's degree with an early childhood concentration (see GP 13-04 for guidance). Until such time, the current educator requirements remain in place. Each classroom that provides services under the School Readiness Grant must be staffed according to GP 13-04, by a teacher who at minimum has a Child Development Associate (CDA) credential and 12 credits in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education, or an Associate Degree or a four-year degree with 12 credits in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education, or a Connecticut teaching certificate with an early childhood or special education endorsement. **Any School Readiness classroom operated by a public school must employ appropriately certified teaching staff if one or more children in the class are claimed for Education Cost Share (ECS) reimbursement.**

License – Each program site must hold a current license from the Department of Public Health. Program sites claiming exemption from licensing must request that the Superintendent of Schools complete a Licensing Status Verification Form (to obtain this form, please see your School Readiness Liaison). All licensed exempt sites must meet health and safety standards required by Public Health.

Program Types – Program sites must offer space types that meet one of the following requirements as outlined in **Policy Operations (PO) 09-04**. **Please refer to PO 09-04 for minimum attendance requirements:**

- **Full-Day/Full-Year** – site must provide preschool services for 5 days per week, 10 hours per day for a minimum of 50 weeks per year and adhere to the policy for an alternative plan of care outlined in **PO 09-04**.
- **School-Day/School-Year** – site must provide preschool services for 5 days per week, a minimum of 6 hours per day for a minimum of 180 consecutive days.
- **Part-Day/Part-Year** – site must provide preschool services for children not enrolled in any other program for a minimum of 2.5 hours per day, 5 days per week for 180 consecutive days.
- **Extended Day** – site must provide services that extend the hours per day, days per week and weeks per year for children in an existing part-time program, not funded by school readiness. This space type is intended to provide children enrolled in a part-time service to receive a Full-Day/Full-Year program (5 days per week, 10 hours per day, 50 weeks and adhere to the policy for an alternative plan of care outlined in **PO-09-04**).

GRANT COVER PAGE

DUE DATE

(Determined by local School Readiness Council)

Monday, March 18, 2013 at 3:00 P.M.

Please submit one original and six copies of the RFP.

Required attachments (seven copies of each):

- Parent Handbook with policies on pages 12-16 of this RFP identified and clearly labeled in the handbook
- NAEYC accreditation certificate
- DPH license certificate or exempt form
- Program calendar from July 1, 2013 to June 30, 2014 with all closings clearly identified and an Alternate Care Plan if needed
- Two **current consecutive** weeks of learning experience plans with activities and performance standards color-coded that demonstrate how the program uses the standards and benchmarks outlined in the *Connecticut Preschool Curriculum and Assessment Frameworks* and incorporates appropriate pre-literacy practices
- A daily schedule from the classroom that submits the learning experience plans

SUBMISSION INFORMATION

Agency Name: _____

Street Address: _____

City, State, Zip _____

Primary Contact Person: _____ **Email:** _____

Telephone: _____ **Fax:** _____

PROGRAM FISCAL AGENT *(To be completed if the Fiscal Agent is other than the applicant agency)*

Agency Name: _____

Street Address: _____

City, State, Zip _____

Primary Contact Person: _____ **Email:** _____

Telephone: _____ **Fax:** _____

PROGRAM/SITE DATA

The following forms are SAMPLE only. An Excel workbook file will be sent via e-mail to your School Readiness Liaison who will then forward it to you. Please complete the forms in the workbook as they pertain to your site, and print **two** copies: one for your records and one to be inserted into the Program/Site Data section of your RFP. Once your electronic forms are complete and ready for submission, e-mail your entire workbook to your Liaison. Detailed directions on how to complete the workbook are located within the electronic file.

PROGRAM/SITE DATA

Site Information

[illegible]

PROGRAM/SITE DATA

Licensing and Accreditation/Approval Status

LICENSING AND ACCREDITATION/APPROVAL STATUS

Applicants must meet the program requirements and quality standards for participation in this grant program as described in CGS Section 10-16q (a) of the 2008 Supplement to the CGS.

1. Applicants must attach a copy of each current license from the Department of Public Health (DPH) for each site requesting School Readiness funds. If the site is exempt from DPH licensing requirements, (i.e. public schools,) the site claiming exemption from licensing must request that the Superintendent of Schools complete a Licensing Status Verification Form (please see your School Readiness Liaison regarding this form).

PLEASE NOTE: Applicants claiming license exemption must document how they meet health and safety standards required by their local health department.

2. All program sites must be accredited/approved or in process of becoming accredited/approved. The following documentation must be submitted along with the completion of the Program Accreditation/Approval Form.
 - a. Programs accredited by the National Association for the Education of Young Children (NAEYC) must submit current accreditation certificate.
 - b. Programs in process for initial NAEYC accreditation and NAEYC re-accreditation must submit their application number and documentation of their current status on page 9. Please see the website link below for NAEYC accreditation dates and timelines:
http://www.naeyc.org/files/academy/file/Timeline_Currently_Accredited.pdf
 - c. Programs approved by Head Start must submit a copy of their most recent Financial Assistance Award Letter from the United States Department of Health and Human Service, Administration of Children and Families. In addition, submit a copy of the Head Start approved Quality Improvement Plan demonstrating progress toward correcting any areas of deficiencies and/or non-compliances.

New programs seeking NAEYC accreditation must apply for their accreditation packet and receive their decision within three (3) years of the start date when children begin attending the School Readiness site.

Site Accreditation/Approval Status

SAMPLE

PROGRAM/SITE DATA

Staffing

All staff working with children in School Readiness classrooms and managing a School Readiness site must be registered in the Early Childhood Professional Development Registry (**Please refer to GP 09-09**). The State Department of Education uses the Registry system to verify staff qualifications in association with meeting the requirements of the RFP and annual program evaluation. **Complete the staffing grid first listing the personnel who provide classroom coverage (i.e. those who meet SR qualifications), Directors, and all other staff working in SR classrooms.**

Site Name: _____ (please complete per site)

[illegible]

PROGRAM/SITE DATA

Space Proposal

Identify the number for each type of space, start dates and cost. List totals for agencies with multiple sites, then list each site.

[illegible]

Please refer to the School Readiness Policies and Requirements Section for description of program types.

*\$8,346 for a full-day/full-year School Readiness program is divided by 12 months for calculating pro-rated costs (\$695.50).

**\$6,000 for a school-day/school-year School Readiness program is divided by 10 months for calculating pro-rated costs (\$600.00).

***\$4,500 for a part-day/part-year School Readiness program is divided by 10 months for calculating pro-rated costs (\$450.00).

****\$2,772 for an extended-day School Readiness program (wrap around child care) is divided by 12 months for calculating pro-rated costs (\$231.00).

PROGRAM DOCUMENTS

Please indicate below which of your program's existing documents contain information that shows evidence your program meets the School Readiness Program Component requirements. **Your parent handbook must be submitted to SDE clearly indicating the policy numbers that address the information marked by an asterisk (*) in the checklist below.** Items not marked with an asterisk (*) may be identified in other documents. **DO NOT SUMBIT OTHER DOCUMENTS;** just check the appropriate box indicating you have documents on site that meet the non-asterisk quality components. If there are parts of a section that are not checked off as being met through any existing program document, provide a written statement addressing how the program plans to meet this requirement.

* Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	General Information
				*GI1. Services provided (including age range of children).
				*GI2. Hours of operation (hours per day, days per week, months per year).
				*GI3. Enrollment policy * (including policy for children not yet toilet trained).
				*GI4. Program mission/purpose statement and education philosophy/framework statement.
				*GI5. Open access to parents/guardians.
				*GI6. Parent conferences.
				*GI7. Commitment to serve children with special needs.
				*GI8. Discipline policy.
				GI9. Where/how special education services are provided (i.e. on-site, by whom, off-site, by whom)?

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	Program Components
				A. Plan for collaboration with other community programs and services
				A1. Process to identify and refer families to programs and services.
				A2. Coordination of resources to eliminate duplication.
				A3. Unique resources particular to your community.
				A4. Public school efforts to provide information, training and technical assistance to the SR staff in supporting children in school readiness.
				A4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	B. Parent involvement, parenting education and outreach
				*B1. Parent advisory council (including decision-making policy).
				*B2. Home and school partnership initiatives.
				*B3. Opportunities for parenting education and other support activities.
				B4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	C. Referrals for health services, including referrals for appropriate immunizations and screenings.
				C1. Use of the ED 191 form for health records.
				C2. Child health files include health screens pursuant to <i>Early and Periodic Screening, Diagnosis and Treatment (EPSDT)</i> .
				C3. Tracking system for health record expiration and accuracy.
				*C4. Providing vision, hearing, and dental screenings either on-site or in collaboration with another agency.
				*C5. Processes to assist families to secure medical insurance, a medical home, on-going well-child care, immunizations, and health, dental and nutritional screenings.
				C6. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	D. Nutrition Services
				D1. Identification and documentation of children's nutritional needs.
				*D2. Participation in the <i>Child and Adult Care Food Program (CACFP)</i> and the <i>National School Lunch Program (NSLP)</i> .
				*D3. If your program does not participate in CACFP or NSLP, how does it ensure that the meals and snacks served meet the CACFP requirements?
				D4. Nutrition services, including nutrition education, provided by the program.
				D5. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	E. Family Literacy
				E1. Process for the identification of families' literacy education/training needs and assistance with access to literacy program.
				*E2. Assistance to families in accessing adult education programs, job training, and public library services.
				*E3. Activities to support families in interactive literacy activities. (Attach a list of sample activities)
				E4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	F. Admission Policies
				*F1. Promote the enrollment of children from diverse racial, ethnic and economic backgrounds.
				*F2. Include non-discrimination statement and confidentiality statement.
				*F3. Access to all 3-and 4-year old children.
				F4. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	G. Transition Plan
				*G1. Collaboration between the school readiness staff and the kindergarten staff.
				*G2. Orientation activities for children and families that prepare them for transition to kindergarten. (Attach a list of activities)
				*G3. Supports provided to families in transitioning their child to kindergarten.
				*G4. Records transferred to kindergarten.
				G5. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	H. Professional development plan and experiences (Professional development is considered to be an experience of sufficient duration (at least 2 hours) provided by a person with expertise, knowledge, and training in the subject matter)
				H1. Each staff member has a written professional development plan that outlines professional goals toward increasing their knowledge and expertise in early childhood practice.
				H2. Each staff member participates in early-literacy skill development training, and cultural and linguistic diversity training for early childhood classrooms within their first year of employment.
				H3. Each staff member engages in professional development experiences each year that increases their awareness, knowledge, and practice of recognition and response to children's needs. (i.e., planning, observing, adaptive strategies, use of screening and assessment, special education strategies).
				H4. Each year all staff members choose at least two early childhood-related professional development experiences that will advance their practice.
				*H5. Statements regarding the impact of professional development on program quality.
				H6. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	I. Sliding Fee Scale
				*I1. Use of the current DSS School Readiness sliding fee scale.
				*I2. Assisting families with access to the Child Care Assistance Program (Care-4-Kids). Care-4-Kids application is voluntary for School Readiness enrollment.
				*I3. Procedures for fee determination and re-determination.
				*I4. Fee calculation is reviewed with parent, includes parent signature and parent receives a copy of the fee calculation form.
				I5. Other:

*Parent Handbook Pg. #	NAEYC (type of document)	Head Start (type of document)	Other Source	J. Evaluation of the effectiveness of program
				*J1. The <i>Connecticut Preschool Curriculum and Assessment Frameworks</i> (PCF/PAF) are used as the basis for planning learning experiences, observing and documenting child progress, and implementing teaching strategies. All curriculum used must align with the standards and benchmarks outlined in the PCF/PAF.
				*J2. Staff, parents, and others collect information on quality from many sources, and engage in a reflective process to assess the effectiveness of the program as measured by accreditation/approval entities, SDE evaluation measures, and program measures.
				J3. How does the program document the efforts described in J1 and J2, monitor progress, and report to families and the School Readiness Council?
				J4. Other:

PROPOSED ACTIVITIES FY 2012

- A. Indicate how the program will seek out and identify families who meet the income criteria of being at or below 75% of the state's median income (*this is expected to represent at least 60% of families served by the program*).
- B. Describe any plans to locate two or more programs or services in the same setting and/or collaborative agreements with other community providers and agencies. Collaborative programming with other agencies, programs or services **should be reflected in an interagency agreement**. Applicants **must attach a copy** of all relevant inter-agency agreement(s) to document their efforts to enhance services, increase child spaces, and improve quality across programs and funding streams.
- C. Describe any plans for building or securing a new facility, renovating an existing structure to provide school readiness and/or childcare, including expanding existing facilities to serve more children.
- D. Indicate any current fiscal commitments or pending financial applications to assist the program to provide school readiness and/or child day care.
- E. For those programs that collaborate on joint activities with other school readiness programs in their community through contributions of their School Readiness funds or parent fees, please answer the following:
- Is this done on a voluntary basis?
 - How are the funds used?
 - What are the benefits for the School Readiness children in your program?
- F. Please describe additional activities you wish to submit for review.

INTERAGENCY COLLABORATION AGREEMENTS

Programs should have collaborative agreements with outside community agencies in order to provide support and services to families as required by the collaboration quality components. These agreements should include, but are not limited to, agencies such as health, mental health, WIC, libraries, adult education and job training programs. These agreements may be developed as a community effort that is signed by the individual programs or individual agreements signed by each program.

Please attach the community/individual collaborative agreements for your program and include the specific responsibilities for each party to the agreement.

PLEASE NOTE:

- Agreements may be for one or two years.
- If collaboration agreements are completed on a community basis, all signatures for programs involved in the collaboration must be on a single agreement form.
- Agreements must clearly specify:
 - the individual responsibilities and duties of each agency as it relates to the school readiness families;
 - include the number of people to be served; and
 - a description of the services to be provided.
- Do not include agreements with consultants required by licensing.

Attached is a sample of an agreement that may be used.

**INTERAGENCY COLLABORATION
LETTER OF AGREEMENT**

_____ would like to enter into a collaborative agreement with _____
(Proposing Agency Name) (Collaborating Agency Name)

for the following services for FY 2014.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people to be served, and the location of the activity)

Thank you for your support.

PROPOSING AGENCY

Name: _____

Title: _____

Address: _____

(Signature)

Date: _____

COLLABORATING AGENCY

Name: _____

Title: _____

Address: _____

(Signature)

Date: _____

PROGRAM DESCRIPTION

- A. Attach a copy of a program calendar for July 1, 2013, to June 30, 2014, and clearly identify all closings. Programs must adhere to the required number of days open by program type as outlined in PO 09-04
NOTE: Full-day/full-year programs must be available to families for 50 weeks. Consult your School Readiness Council regarding the required Alternative Care Plan Policy.
- B. Class size may not exceed 20 children; the State Department of Education recommends a class size of 18 children. Class is defined as a well-defined space with clear physical barriers that is used by the same set of children with assigned teacher and staff. Please attach a description the program's class size and teacher to child ratio for each class.
- C. Attach a description of the curriculum and assessment documents used in your program.
- Does your program utilize a published curriculum and assessment? If so, please name the curriculum and assessment and describe the formal training received in the use of the curriculum. Please describe the relationship between your curriculum and assessment documents with the *Connecticut Preschool Curriculum and Assessment Frameworks*.
 - If your program's curriculum and assessment are not a published curriculum, please describe the major components, the theoretical foundation, how the *Connecticut Preschool Curriculum and Assessment Frameworks* were used in the development, and the professional development activities associated in the implementation of the curriculum.
- F. Attach a daily schedule and **two current consecutive** weeks of learning experience plans that demonstrates how the program uses the standards and benchmarks outlined in the *Connecticut Preschool Curriculum and Assessment Frameworks* and incorporates appropriate pre-literacy practices. **(See Appendix A for definition of Learning Experience Plans and guidance on developing them)**

Budget and Justification

- A. On the state budget form provided, **ED114**, develop a detailed line item budget that reflects the program's requested use of funds for the proposed space capacity represented in this RFP for the **FY 2014**. For explanation of codes, see pages 26 to 28. *(Budget total must equal the requested school readiness funds)*
- B. On the **Budget Justification Page**, provide a brief explanation justifying each line item expenditure proposed in the grant budget. Justifications for line item expenses must reflect program needs relative to ensuring that space/capacity expansion and quality program standards.

PLEASE NOTE: A new budget form will be required for the FY 2015.

FISCAL YEAR 2014

ED 114 BUDGET FORM: Sub-Grantee Budget

GRANTEE NAME:		TOWN/AGENCY CODE:	
GRANT TITLE:	School Readiness Grant Program		
PROJECT TITLE:	Priority School District Municipalities Grant		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17043 YEAR: 2014 PROG: 82056 CF1: 170002 CF2:			
GRANT PERIOD: 07/01/2013 – 06/30/2014		AUTHORIZED AMOUNT: \$	
AUTHORIZED AMOUNT BY SOURCE:			
LOCAL BALANCE:	CARRY-OVER DUE:	CURRENT DUE: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	START-UP
111A	Administrators/ Supervisors Salaries		
111B	Teachers		
112A	Education Aides		
112B	Clerical		
119	Other		
200	Personal Services – Employees Benefits		
322	In-Service (Professional Development)		
323	Pupil Services		
324	Field Trips		
325	Parent Activities		
330	Other Professional Technical Services		
331	Audit		
400	Purchased Property Services		
510	Pupil Transportation		
530	Communications		
580	Travel		
590	Other Purchased Services		
611	Instructional Supplies		
612	Administrative Supplies		
690	Other Supplies		
700	Property		
890	Other Objects		
	TOTAL		
Original Request Date:		State Department of Education Program Manager Authorization	
Revised Request Date:		Date of Approval	

BUDGET JUSTIFICATION PAGE

A SPECIFIC EXPLANATION OF EACH LINE ITEM EXPENDITURE PROPOSED IN THE GRANT BUDGET MUST BE INCLUDED.

1. **Justifications for line item expenses must be detailed and specific.**
2. The justification should match budget line item and reflect program needs relative to ensuring that space/capacity expansion and quality program standards will be met.

For Example:

111B	Teachers	\$40,000
	<i>1 Full Time Teacher at 40 hours per week x 40 weeks</i>	
112A	Education Aides	
	<i>1 aide for 20 hrs. @ \$15/hr. for 40 weeks</i>	\$12,000
	<i>1 aide for 20 hrs. @ \$10/hr. for 40 weeks</i>	\$ 6,000
119	Janitor	
	<i>1 FT for 10 hrs. @ \$15/hr. for 42 weeks</i>	\$ 6,300
	<i>1 cook for 10 hrs. @ \$15/hr. for 40 weeks</i>	\$ 6,000
324	Field Trips	\$ 360
	<i>2 Field Trips for 18 children</i>	

Explanation of Budget Object Codes

SALARIES (100)

- 111A** **Administrator/Supervisor Salaries:** Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.
- 111B** **Teachers:** Salaries for employees providing direct instruction/therapy to pupils/clients. This category is used for both pupil personnel staff and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or those hired on a temporary basis to perform work in positions of either a temporary or permanent nature are reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.
- 112A** **Education Aides:** Salaries for employees who assist staff in providing classroom instruction. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.
- 112B** **Clerical:** Salaries for employees performing clerical/secretarial services. Include all gross salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees.
- 119** **Other:** Salaries for any other employee not fitting into objects 111A, 111B, 112A or 112B. Include the gross salaries for these individuals including overtime salaries or temporary employees. Included can be janitorial personnel costs, grant activity coordinators, salaries, and food service personnel.

BENEFITS (200)

- 200** **Personnel Services - Employee Benefits:** Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A, 111B, 112A, 112B or 119. These amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are parts of the cost of personal services.

Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

PURCHASED SERVICES (300)

- 322** **In Service (Instructional Program Improvement Services):** Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, inservice training specialists, etc., who are not on the grantee payroll.
- 323** **Pupil Service (Non-Payroll Services):** Expense for certified or licensed individuals who are not on the grantee payroll and who assists in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, etc.

- 324** **Field Trips:** Cost incurred for conducting educational activities off site, including admission costs.
- 325** **Parent Activities:** Expenditures related to services for parents including workshop presenters, baby-sitting services, and overall seminar/workshop costs.
- 330** **Other Professional/Technical Services:** Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc.
- 331** **Audit:** Direct cost for the audit of the grant program by an independent auditor. This category is separated from object code 330, as many grants do not include the cost as eligible grant expenditures.

PURCHASED PROPERTY SERVICES (400)

- 400** **Purchased Property Services:** Expenditures for services to operate, repair, maintain and rent property owned or used by the grantee. These are payments for services performed by persons other than employees of the grantee.

OTHER PURCHASED SERVICES (500)

- 510** **Pupil Transportation:** Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting children with disabilities.
- 530** **Communications:** Payments for services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone, FAX services, postage, and postage machine rental.
- 580** **Travel:** Expenditures for transportation, meals, hotel and other expenses associated with staff travel, including conference or workshop fees. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are included.
- 590** **Other Purchased Services:** All other payments for services rendered by organizations or personnel not on the grantee payroll not detailed in 510, 530, 560, 580 or 590. These include printing and advertising costs.

SUPPLIES (600)

- 611** **Instructional Supplies:** Expenditures for consumable items purchased for instructional use.
- 612** **Administrative Supplies:** Expenditures for consumable items directly related to program administrative (non-instructional) activities.
- 690** **Other Supplies:** Allowable expenditures for any other supply which is not instructional or administrative in nature including assessment instruments.

PROPERTY (700)

- 700** **Property:** Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment. For most grants only equipment such as computers, duplicating machines, furniture, and fixtures is allowable and the line item description on the budget will read Property/Equipment only.

Expenditures for permanent structural alterations, and for the initial or additional

installation of heating and ventilating systems, fire protection systems, and other service systems in existing buildings are recorded under object 400: Purchased Property Services.

In accordance with the Connecticut State Comptroller's definition of equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value over \$1,000.00 and the useful life of more than one year.

OTHER OBJECTS (800)

890 **Other Objects (Miscellaneous Expenditures):** Expenditures for goods or services not properly classified in one of the above objects including expenditures for dues and fees.

Statement of Assurances

PROJECT TITLE	<u>School Readiness Grant Program</u>
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THE APPLICANT: _____ HEREBY ASSURES THAT:
(Insert Agency Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant agency;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education and the CSDE;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded throughout the entire grant period;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE, including information relating to the project records and access thereto as the State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state and/or federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application for this grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the CGS, and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by audit;

STATEMENT OF ASSURANCES *(continued)*

L. Required Language (Non-discrimination)

1) References in this section to “contract” shall mean this grant agreement and references to “contractor” shall mean the Grantee. For the purposes of this section, “Commission” means the Commission on Human Rights and Opportunities. For the purposes of this section “minority business enterprise” means any small contractor or supplier of materials fifty-one per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. “Good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

STATEMENT OF ASSURANCES *(continued)*

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

STATEMENT OF ASSURANCES *(continued)*

M. OTHER ASSURANCES

The grant award is subject to approval of the State Departments of Education and Social Services and the availability of state and/or federal funds;

- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the CGS concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated thereunder are hereby incorporated by reference;
- O. Grant funds should not be committed until an official grant award letter is received;
- P. The grantee agrees to other attestations and special assurances, particular to the requirements of CGS Sections 10-16o through 10-16r and the amendments outlined in P.A. 99-230 and P.A. 00-187 for grantees or state agencies that require grantee or subgrantee participation or compliance;
- Q. The signature of the chief elected officials on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the chief elected official of the town must be identified on a separate sheet with a rationale for the disagreement; and
- R. The State Departments of Education and Social Services reserve the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.

Statement of Assurances Signature Page

I, the undersigned authorized official, do hereby certify that these assurances shall be fully implemented.

Signature of Official:

Name: (please type)

Title: (please type)

Date:

To Be Signed if the Fiscal Agent is other then the Program Applying for Funds

Signature of Fiscal Agent:

Name: (please type)

Title: (please type)

Date:

Grant Submission Information

Date Of Board Acceptance

IF the submission of the application for the Local RFP for School Readiness and Grant Program requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.), the approval and/or endorsement of such body should be submitted with the grant application. If it is not possible to obtain Board or like approval prior to submission of the grant application, then the official Board approval or like document should be sent under separate cover, no later than May 1, 2013.

Freedom of Information Act

All of the information contained in the grant application submitted in response to the Local RFP for the School Readiness Grant Program is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act (FOIA) Sections 1-13 through 1-21K). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

Obligations of Grantees and Sub-Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in Connecticut General Statutes Section 4a-60, 4a-60a and Sections 4a-68j-I et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

State Monitoring and Evaluation

The State may conduct site visits to grantees and subgrantees funded under this grant program to monitor a community's progress and compliance with the intent of the Legislative Act and in accordance with the Local RFP for the School Readiness Grant Program.

Management and Control of the Program and Grant Consultation Role of the State

The sub-grantee will have overall management control of the grant. While state agency staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

Reporting Requirements

Within 60 days after the close of the fiscal year, each sub-grantee must file a financial statement of expenditures with the Municipality on such forms as the Municipality and/or the State may require.

The applicant must complete and submit the monthly data reports to the Municipality at the end of each month.

The applicant awarded a grant must also submit the required annual program evaluation report within 60 days after the end of each funding year and within 60 days of project completion. Identification of the outcomes achieved over the course of each funding year and the progress towards achievement of an applicant's outcomes should be identified. The final report at the end of the year should include a summary of all data and information collected from an evaluation of the program's school readiness program. Documentation should include progress towards serving increasing numbers of children and families consistent with this grant program. Evaluation should also demonstrate the effectiveness of the grant program and provide documentation that program goals have been achieved.

Review of Applications and Grant Awards

The Municipality reserves the right to make a grant award under this program without discussion with the applicants. Therefore, applications should be submitted which present the project in the most favorable light from both technical and cost standpoints.

Reservations and Restrictions

The State reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the fiscal responsibilities required under this grant or is out of compliance with policies governing this grant. In turn, the Municipality reserves the right not to fund an applicant or a subgrantee if it is determined that the subgrantee cannot manage the fiscal responsibilities required under this grant program or is out of compliance with policies governing this grant.

Facsimile (Faxed) Copies

Facsimile (faxed) copies of applications **will not** be accepted. Only applications with the original signatures and timely filed will be accepted.

Delivery of Applications

Delivery of the Local RFP for the School Readiness Program application is required by 3:00 p.m. on **March 18, 2013**, irrespective of the postmark date and means of transmittal. Applications must include one original and 6 copies.

IMPORTANT NOTE: Failure to submit the Local RFP grant application on time may result in the exclusion of the grant application or a delayed issuance of the grant award to the eligible applicant.

Mailing/Delivery address is:

Purchasing Dept., City Hall

245 DeKoven Drive

Middletown, CT 06457

Other criteria that assist in the local administration of this program may be added to this Local Request for Proposal. Attach and clearly identify the additional material as requested by the School Readiness Council. The attachment must accompany the municipalities' grant submission materials to the SDE.

GLOSSARY/DEFINITIONS

Connecticut Frameworks – The “*CONNECTICUT PRESCHOOL CURRICULUM FRAMEWORK*” and “*CONNECTICUT PRESCHOOL ASSESSMENT FRAMEWORK*” are the guides for programs to use in the implementation and necessary adjustments to the curriculum and experiences that support children in the development of skills and knowledge.

General Policy and Program Operation Communication System – This system replaces the ALERT system previously used to communicate guidance to councils. General Policy (GP) and Program Operation (PO) communications are issued to provide guidance to councils and providers concerning school readiness policies and procedures. **Technical Assistance** documents are issued to give guidance to programs on early childhood topics such as Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) in Preschools, Transition to Kindergarten, Parent Involvement and Nutrition. A copy of these General Policies, Program Operations, and Technical Assistance documents should be maintained and followed. **General Policies, Program Operations and Technical Assistance documents are posted on the CSDE web page www.sde.ct.gov/sde.**

Inclusion/Integration – It is expected that all children with and without disabilities shall have access to school readiness programs. Programs must adhere to the requirements of the ADA and the IDEA that require that no child be excluded on the basis of a disability. For more information, see the **TECHNICAL ASSISTANCE DOCUMENT ON INCLUSION SR TA. 99-01** (available at www.sde.ct.gov/sde).

Learning Experience Plans – A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.

Outcomes – Those skills that children with a quality preschool experience are expected to demonstrate when entering kindergarten. For more information and guidance see the publication, **CONNECTICUT PRESCHOOL CURRICULUM FRAMEWORK and CONNECTICUT ASSESSMENT FRAMEWORK** that is available from the CSDE web page www.sde.ct.gov/sde.

Parent Fees – The amount of money parents are required to pay for participation in the school readiness program is based on the sliding fee scale or is stated on their child care certificate. Fees must be used to support the activities of the school readiness program that the child is attending. The School Readiness Council may choose to exempt only Part-Day/Part-Year Programs from this requirement. For additional information see **Program Operation PO 09-03**.

Program Standards – Programs who either have or are seeking NAEYC accreditation must meet the NAEYC standards. Head Start programs must meet the Head Start Program Performance Standards. For additional information see **General Policy GP 09-05 and GP 09-06**.

Quality Components – The 11 components required of school readiness programs by the legislation include collaboration, parent involvement, health, nutrition, pre-literacy practices, family literacy, admission policies, transition to kindergarten, professional development, sliding fee scale and an annual program evaluation (see page 6 for a complete listing of the 11 components).

Sliding Fee Scale – A scale of fees based on income and family size. For all children, except those with a child care certificate, the programs must use the DSS Sliding Fee Scale or develop their own based on the DSS Scale to determine the fees charged to parents for school readiness programs, in accordance to policy guidelines provided by their local SRC.

Teacher – Each classroom that provides services under the School Readiness Grant must be staffed for all operating hours of the day for Part-Day and School-Day spaces and for six hours per day for Full-Day spaces by a teacher who, at minimum, has a Child Development Associate (CDA) credential and 12 credits or more in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education, or an associate’s degree or a four (4) year degree with 12 or more credits in early childhood education or child development from an institution of higher learning accredited by the Board of Governors of Higher Education, or a Connecticut teaching certificate with an early childhood or special education endorsement. **The qualifications change beginning July 1, 2015 in accordance with Public Act 12-50.** For additional information, see *General Policy 13-04*.

Appendix A: Learning Experience Plan Guidance

The intent of this document is to recognize the important work teaching staff carries out on behalf of young children and families and to facilitate continuing efforts toward documenting this work. The State Department of Education (SDE) recognizes that the majority of staff time is spent engaged with children in rich and meaningful learning experiences. Second, the SDE also recognizes that to create such thoughtful experiences there must be time provided for staff to build comprehensive learning plans that address the needs of all children. Therefore, over the next three years, the SDE expects program administrators and staff to incorporate daily planning time into the program schedule so that they may fulfill the planning documentation expectations for School Readiness funded programs.

It has always been a requirement that the early learning standards outlined in the Connecticut Preschool Curriculum (CT PCF) and Assessment Framework (CT PAF) documents are the basis for School Readiness curriculum implementation and assessment design. **Therefore, it is required that all programs receiving School Readiness funds use the CT PCF and CT PAF as the foundational documents to plan learning experiences and monitor children's growth.** The CT Frameworks are not a curriculum; they are documents that outline Connecticut's preschool learning standards and outcomes. Programs may either purchase or design a curriculum and assessment that aligns with the CT PCF and CT PAF; however, there must be evidence in the planning documents and classroom implementation that the CT preschool standards are intentionally planned for, implemented, observed, and assessed.

Planning can be documented in many ways that look different from one program to another. The process for planning rich, relevant, and engaging experiences begins with the ability of teaching staff to intentionally reflect upon what they know about children, the contexts in which children live and learn, and what teaching strategies will be most appropriate and effective in helping children maintain a path of growth toward the desired learning outcomes.

The following guidance will assist teaching staff to document their planned experiences for children. Technical assistance is available through your local Regional Education Service Center (RESC), independent coaches and consultants, or by contacting the State Department of Education School Readiness Program Manager associated with your grant. Documents that may be of assistance are located at the Connecticut State Department of Education's website found at:
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320780>

The following are links to individual documents within the collection noted above:

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/early_childhood_guide.pdf (Early Childhood Program Guide)
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf (CT Preschool Curriculum Framework)
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf (CT Preschool Assessment Framework)
<http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf> (CT Assessment Flip Chart)
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/ec_srbi_pamphlet.pdf (Early Childhood Guide to SRBI)
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/early/TW.pdf> (Training Wheels information and RESC contacts)

In order to satisfy the School Readiness Grant Request for Proposal (RFP) requirements, the following guidance is offered as support for programs to make progress over the next three years with learning experience plan documentation submitted to SDE through the local School Readiness Councils.

Learning Experience Plan: The term 'Learning Experience Plan' will take the place of the previous 'lesson plan' terminology when referring to School Readiness lesson planning. A Learning Experience Plan describes both the learning expectations for children as well as the teaching strategies that support all children across varying levels of development and the setting in which the experiences are planned to occur.

Developing a Learning Experience Plan: This process will assist teachers in making stronger connections between learning expectations, adult actions to support learning for every child, observation and assessment, and the settings in which learning occurs. Many programs currently engage in a highly reflective and creative planning process. For those programs, a simple review of existing planning documents may be all that is necessary to satisfy the RFP requirement. For some programs, a more in-depth look at planning processes and formats may be needed along with revisions. While the format is important, the first step is for staff to be asking themselves reflective questions such as:

- What data do we have to help us decide on which standards to choose for planning?
 - Examples include documented observations of teaching staff, parents, and others, work samples from children, child interests, Child and Class Profiles of the CT PAF.
- Which benchmarks should be targeted for instruction based on the assessment information we have gathered? (for the group as a whole; for small group; for individual children)?

- How are the experiences we are planning developmentally appropriate and actively engaging the children in demonstrating their skills, knowledge and dispositions in each standard we chose? How are these experiences linked to child interests?
- Which teaching strategies will we use to differentiate the experience for children moving from benchmark to benchmark within the selected standards?
- How will we observe and document children's progress in each standard we chose?
- What modifications will we make or implement related to our findings from our assessments?
- What are the cultural considerations we should be aware of as we plan for each learning experience? How are we supporting children's primary language and English language learning?

The SDE recognizes that programs may have limited planning time. Optimally, program administrators should provide at least one hour a day for teaching staff to engage in the planning process. Programs are in different stages in their planning documentation. To allow for growth over time, within the next three years, the SDE expects to see progress in documenting the elements of Learning Experience Plans listed below:

- A set of plans includes a combination of documents that indicate:
 - a daily schedule with estimated time allotments;
 - description of learning centers available in the classroom;
 - child interests;
 - learning standards and specific benchmarks;
 - experiences connected to standards and benchmarks;
 - approaches to instruction (e.g., facilitated play, small group, large group, individual);
 - an early literacy plan, including consideration of dual language learners
 - evidence of strategies for individualization/differentiation;
 - evidence of promoting higher order thinking (Bloom's Taxonomy);
 - a plan for assessment processes;
 - family engagement; and
 - staff reflections that have informed the plan

Further guidance to support Learning Experience Plan development:

(Includes an example using one Performance Standard)

- The CT Preschool Assessment Framework: The priority standards outlined in this document are the basis for planning as well as the CT PAF as a companion document. The CT PAF guide outlines the recommendations for the number of standards planned weekly. Planning for three standards weekly is recommended. Other experiences should be planned as well but need not be related to a standard. While your entire plan will be submitted, highlight the selected standards that are a focus of your instruction by paraphrasing or writing out the learning standard.
 - Example: COG 4: Recognizes and makes patterns
- Briefly describe the planned experiences that are directly connected to the benchmarks associated with the standard(s) selected. These experiences must relate to the benchmarks associated with the standards selected, be appropriate, and provide detail. Other experiences in your plan should also be well thought out and descriptive, but are not necessarily the focus of your overall standards plan by which you will be collecting observations documentation or work samples.
 - Example:

Rationale for selection of experiences; Based on observations of children, seven children are working to repeat simple patterns, six children on creating and describing simple patterns and three on creating and describing complex patterns.

Small group: Use attribute blocks with pattern cards with children that are working on repeating simple patterns. Child selects pattern card and recreates simple pattern, teacher facilitates child's review of pattern.

Writing area: Use dot painters with different colors on paper strips to create patterns. Children will describe their pattern to each other.

Music: Use rhythm sticks to make patterns (fast, slow, slow, fast, slow, slow). Children will describe the patterns they hear.

- Highlight the experiences in the weekly plans that are connected to standards. Weekly plans include many activities; the following example only shows the planned experiences that are connected to standards.

○ Example: (based on a half-day schedule)

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast And arrival 8:30-9:00	Review daily schedule; choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center	Review daily schedule choose learning center
Learning Centers (Available all week) 9:00-10:00	Math -Large beads and laces for stringing – different colors and shapes to copy or create patterns ; Parquetry blocks	Writing – Dot painters and strips – create pattern	Listening Center – <i>Lots and Lots of Zebra Stripes</i> – CD with read along in English and Spanish	Blocks: Take photos of children's structures and have them describe the construction and pattern made	Art: Watercolors with different size brushes
Small Groups (this rotation is hard to capture) 10-10:30	Patterning cards with attribute cards Read <i>A Pair of Socks</i>	Make fruit kabobs using pattern Read <i>Pattern</i>	With partner, decide on a construction using foam blocks. Build it and then draw it.	Read <i>Pattern Fish</i> Using stamps and stamp pads of different colors have create his/her own fish	In journals, ask children to respond to: What is a pattern? Have them illustrate their answer.
Outdoors/ Gross Motor 10:30-11:15	Rhythm Sticks for children to make patterns – loud, soft, loud,soft	Rhythm Sticks for children to make patterns – loud, soft, loud,soft	Rhythm Sticks for children to make patterns – loud, soft, loud,soft	Make 'sound' patterns using hands and/or feet	Rhythm Sticks for children to make patterns – loud, soft, loud,soft
Whole group – Shared reading 11:15-11:35	Q: Are you wearing a pair of socks? Read a <i>Pair of Socks</i>	<i>All About Patterns</i> Q: Can you see a pattern in the room? Find patterns in room	<i>All About Patterns</i> Q: What kind of pattern can you invent?	<i>Lots and Lots of Zebra Stripes</i> Q: Why do animals have patterns?	Q: What do you know about patterns? Review experiences of week – reinforce vocabulary
Dismissal 11:35-11:45	Make a pattern, sneakers, shoes, sneakers, shoes to get ready to go home	Make a pattern, boy, boy, girl to get ready to go home	Ask children what pattern could be used – implement idea?	Ask children what pattern could be used – implement idea?	Ask children to share one favorite thing they did in school this week. Chart responses.

- Teaching strategies are planned to meet the diverse needs of all children. Provide evidence of teaching strategies planned for one experience for each of the three standards chosen as a focus based on the CT PAF performance standards and benchmarks. Individual children's initials could be listed within each benchmark area.
 - Example:

Performance Standard			
COG 4: Recognizes and makes patterns			
Learning Experience			
Lace beads of different colors and shapes. Pattern cards available.			
<i>Teaching Strategy Benchmark 1</i>	<i>Teaching Strategy Benchmark 2</i>	<i>Teaching Strategy Benchmark 3</i>	<i>Teaching Strategy Benchmark 4</i>
Notices similarities and differences in items in a series No children currently at this benchmark	Repeats simple pattern Provide child a card with simple AB pattern. Ask child to find beads that match the pattern and to place the beads on top of the pictured beads on the card. Review pattern using names of colors or shapes AC, TF, SJ, RD, WJ, ME, EQ	Creates <u>and describes</u> simple patterns Provide beads with two different colors and two different shapes. Ask child to make a simple AB pattern with the lace beads. After the work is completed, ask child to explain the pattern. "I used orange and green." DD, PL, IW, CF, JW, SR,	Creates <u>and describes</u> complex patterns Provide beads with four different colors with the same shape. Ask child to tell you what a complex pattern is. Ask child to think about what type of pattern she wants to make. After child makes pattern ask child to describe pattern. TR, JS, CA,

- Addressing higher order thinking using Bloom's Taxonomy should be evident. This could be done by highlighting questions used across the plan that facilitate the stages of Bloom's. These considerations should be across all experiences, not just those that are directly intended to address specific learning standards.
 - Example:
 - Remembering/Recall: What happened first...?
 - Understanding: Can you explain what happened to...?
 - Applying: How can you change this building so that more will fit?
 - Analyzing: If...happened, what might the ending have been?
 - Evaluating: How have the plants changed since...?
 - Creating: What do you need so you can act out the story of ...?

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm (a link to information on Bloom's Taxonomy)

- Evidence of early literacy experiences should be identified in the plan (e.g., listening, speaking, reading and writing).

School Readiness identifies early literacy as an essential component of the grant program. Below is a general listing of early literacy concepts that should be addressed throughout the year. It is expected that some elements are evident in weekly plans.

- Oral language development (expressive and receptive)
 - Vocabulary skill building for all children, including dual language learners
 Examples:
 Nouns: pattern, AB pattern, attribute, design, model
 Verbs: create, repeat, describe, extend, replicate
 Descriptors: simple, complex, different, consistent, repeating, before, after, next
- Alphabetic code
 - Alphabet knowledge
 - Phonological awareness
 - Emergent writing

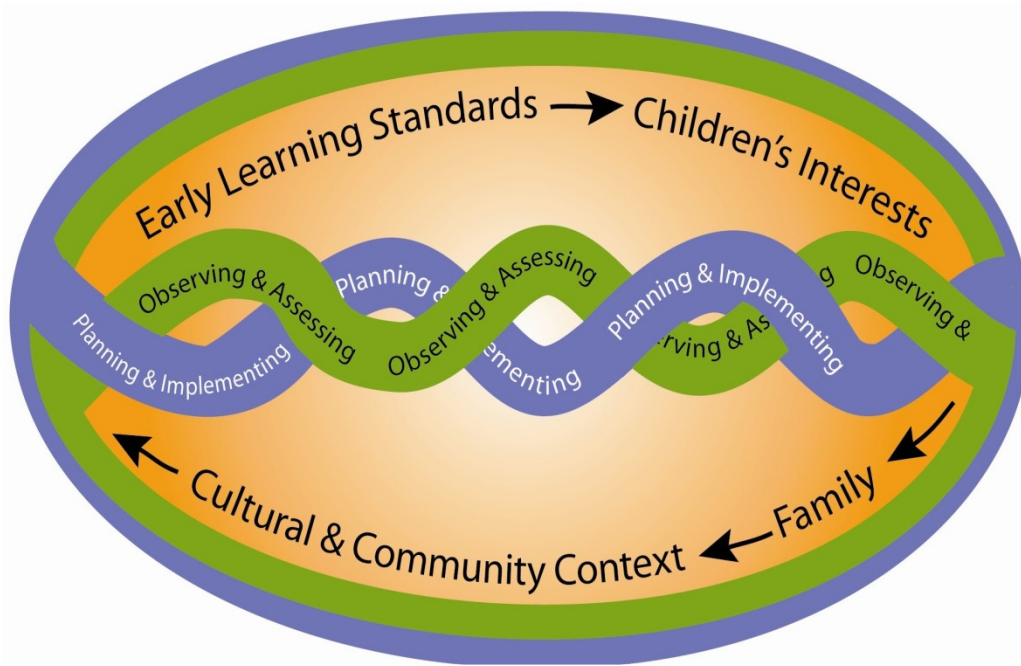
- Print knowledge
 - Environmental print
 - Concepts of print
 - Opportunities for varied reading experiences
 - fiction, non-fiction, etc. story opportunities
 - shared reading
 - dialogic reading

Books for literacy center and shared reading:
 Example: *A Pair of Socks – All About Patterns – Lots and Lots of Zebra Stripes- Pattern – Pattern Fish*
 - Support for dual language learners
 - Use of children’s primary language

Examples:
 Nouns: el patròn, el diseño, el modelo
 Verbs: crear, repetir, describir, alternar, extender, copiar,
 Descriptors: simple, complicado, diferente, consecuente, repitiendo, antes de, después de, proximo, igual
 - Strategies to support English Language learners

Example: During shared reading, read *All About Patterns* and *A Pair of Socks* in Spanish
 Strategy: Emphasize vocabulary with voice as well as placing vocabulary words of focus at the beginning or end of each sentence.
- A plan for assessment includes documentation of:
 - Observation plans (how and where you expect to observe children’s behaviors associated with your standards and benchmarks).
 - Example:
 Observations during music rhythm sticks listening for child’s musical pattern and description of patterns.
 Collect work from Dot Painter experience: Children’s description of their patterns will be scripted.
 - Timing of analysis of data (when and how will you analyze your data)
 - Example:
 Organize all observations and work samples for COG 4 on Thursday, compare current data with child profiles on Friday to determine benchmarks for next week’s planning.
 - Documentation of family engagement is included in your plan.
 - Example:
 Peek at the Week includes an explanation of what patterning is. Activity sheet will provide families with ideas for doing patterns at home.
 Mrs. Q is coming on Monday morning to read at small group and do patterning activity.
 Parent –teacher conferences on Tuesday and Wednesday

The overall goal is for teaching staff to engage in an ongoing cycle of intentional teaching that supports a path of growth over time toward learning outcomes for children based on state early learning standards. As depicted in the graphic below, the process of planning, implementing, observing and assessing is braided through the context of early learning standards, child interests, cultural and community context, and family. The use of early learning standards is balanced with child interests and in the contexts in which children live and learn. A key factor in outcomes that lead to children’s future success is the ability of teaching staff, with support from their administrators and others, to engage in intentional practice in the use of early learning standards to plan, implement, observe and assess children’s progress.



GENERAL TERMS AND CONDITIONS

Any prospective respondents must be willing to adhere to the following conditions and must positively state their compliance to them in the request for qualifications.

1. Acceptance or Rejection by the City of Middletown - The City of Middletown reserves the right to accept and or reject any or all qualification statements submitted for consideration to serve the best interests of the City of Middletown. Offerors who's qualification statements are not accepted shall be notified in writing.
2. Ownership of Documents - All qualification statements submitted in response to this RFQ are to be the sole property of the City of Middletown and subject to the provisions of Section 1-19 of the Connecticut General Statutes (re: Freedom of Information).
3. Ownership of Subsequent Products - Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of this RFQ is to be the sole property of the City of Middletown unless stated otherwise in the RFQ or contract.
4. Timing and Sequence - Timing and sequence of events resulting from this RFQ will ultimately be determined by the City of Middletown.
5. Oral Agreements - Any alleged oral agreement or arrangement made by a consultant with any agency or employee will be superseded by the written agreement.
6. Amending or Canceling Requests - The City of Middletown deserves the right to amend or cancel this RFQ, prior to the due date and time, if it is in the best interest of the City to do so.
7. Rejection for Default or Misrepresentation - The City of Middletown reserves the right to reject the proposal of the consultant which is in default of any prior contract of for misrepresentation.
8. City's Clerical Errors in Awards - The City of Middletown reserves the right to correct inaccurate awards resulting from its clerical errors.
9. Rejection of Qualified Qualification Statements - Qualification statement are subject to rejection in whole or in part if they limit or modify any of the terms and conditions and/or specifications of the RFQ.
10. Changes to Qualification Statements - No additions or changes to the original qualification statement will be allowed after submittal.
11. Contract Requirements - A formal Town/Consultant Agreement will be entered into with the consultant selected. The contents of the proposal submitted by the successful respondent and the RFQ will become part of any contract award.
12. Rights Reserved to the City of Middletown - The City of Middletown reserves the right to award in part, to reject any and all qualification statements in whole or in part, to waive technical defects, irregularities and omissions if, in its judgement, the best interest of the City will be served.
13. Withdrawal of Qualification Statements - Negligence on the part of the respondent in preparing the qualification statement confers no right of withdrawal after the time fixed for the acceptance of the qualification statement.
14. Assigning, Transferring of Agreement - The successful respondent is prohibited from assigning, transferring, conveying, subletting or otherwise disposing of this agreement of its rights, title or interest therein or its power to execute such agreement to any other person, company or corporation without the prior consent and approval in writing by the City.
15. Cost of Preparing Qualification Statements - The City shall not be responsible for any expenses incurred by the organization in preparing and submitting a qualification statement. All qualification statement shall provide a straight-forward, concise delineation of the firm's capabilities to satisfy the requirements of this request. Emphasis should be on completeness and clarity of content.
16. Definition of Terms - For the purpose of this proposal whenever the word "respondent" appears it shall refer to "consultant" and whenever the word "consultant" appears it shall refer to "respondent".
17. Affirmative Action - Demonstration of commitment to Affirmative Action by full compliance with the regulations of the Commission of Human Rights and Opportunities (CHRO).

**PURCHASING DEPARTMENT
CITY OF MIDDLETOWN
BID ATTACHMENT
CHAPTER 26, CONTRACTS
ARTICLE I--EQUAL OPPORTUNITY IN EMPLOYMENT.**

26-1 Contract Provisions Required

Every contract made by or on behalf of the City of Middletown for the construction, lease, alteration or repair of any public building or public work, or for the purchase, manufacture, sale or distribution of materials, equipment or supplies shall contain provisions providing for equal opportunity in employment.

26-2 Enforcement Officer

The Human Relations Director, who is the City's Affirmative Action Officer, shall have the authority to enforce this ordinance.

26-3 Provisions to be Included

- A. Every contract for the construction, alteration or repair of any public building or public work shall contain the following provisions approved by the Human Relations Director:

The contractor agrees and warrants that in the performance of this contract he will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, gender identity or expression, national origin, ancestry, sexual orientation, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, political belief, Vietnam Era Veteran status, Union membership, genetic History, criminal record (unless the provisions of Section 46a-60, 46a-80(b) or 46a-81 of the Connecticut General Statutes are controlling or there is a bona fide occupational qualification excluding persons in one of the protected groups) present or past history of mental or physical disability, or sexual orientation in any manner is prohibited by the laws of the United States or of the State of Connecticut or the City of Middletown in any manner prohibited by the laws of the United States, the State of Connecticut, or the City of Middletown. The contractor also agrees to provide the Affirmative Action Officer of the City of Middletown with such information that may be requested concerning the employment practices and procedures of the contractor as related to the provisions of this article.

- B. The aforesaid provision shall include, but not be limited to, the following: advertising, recruitment, layoff, termination, rates of pay or other forms of compensation, conditions or privileges of employment selection for apprenticeship, selection or retention of subcontractors, or in the procurement of materials, equipment or services.

26.4 Notices to be posted on project site.

The contractor shall hereinafter post on the project site, in conspicuous places available for employees and applicants for employment, notices setting forth its non-discrimination requirements.

26.5 Subcontractors and Suppliers

In all pre-contractual contracts between contractor and any subcontractor or supplier either for work to be performed under a subcontract or for the procurement of materials, equipment or services, each subcontractor or supplier shall be notified in writing by the contractor of the contractor's obligations under this contract relative to non-discrimination and each subcontractor or supplier, by his contracting agent, shall agree to and be bound by the terms of this Contract.

26.6 Effect on other laws

Nothing contained herein is intended to relieve any contractor from compliance with all applicable federal, state and municipal legislation or provision concerning equal employment opportunity, affirmative action, non-discrimination and related subjects during the term of its contract on this project.

(4/7/80; 3/8/93, 11/1/02, 2/3/03)